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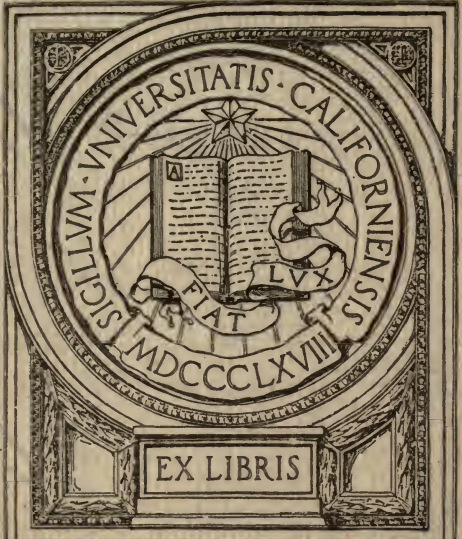
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# THE LOWER HIGH SCHOOL

. BY .

G. WALTER MONROE, Principal

WASHINGTON LOWER HIGH SCHOOL

BERKELEY, CALIFORNIA

APRIL, 1912

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Reprint from "The Oak" with some alterations and additions

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# THE LOWER HIGH SCHOOL

UNDER THE BERKELEY PLAN WITH SPECIAL REFERENCE TO THE WASHINGTON LOWER HIGH SCHOOL.

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# THE LOWER HIGH SCHOOL.

## The New System No Longer an Experiment.

After two years' successful experience it may now safely be said that the "Berkeley plan" has passed beyond the experimental stage. While there has not yet been time to determine the full value of the system, the results already obtained are sufficient to give permanence to the present organization, and another year will find it in full operation.

The natural division of the school work into three groups or cycles, each of a distinctive character, has already had the effect of holding the children in school for a longer period of time than maintained under the old plan. According to Ayers, 60 pupils out of every 100 leave school between the close of the fifth grade and the beginning ot the ninth grade. Of the remaining 40 who enter high school, only 19 reach the second year,- a loss of over 50% between the first and second high school years; and just 10 complete the entire course. In California 2.6 on the average enter normal schools, universities or schools of a grade beyond the high school, and 1.3 graduate.

A careful record has been kept of the pupils enrolled in the ninth grade during the year 1910-11. Out of 453 who should normally be found in the tenth grade this year, 118 are missing. Of this number 20 are repeating a part of the ninth grade work; 22 have entered schools in other places; 17 have quit and gone to work; 3 are out on account of sickness; 17 have entered business schools, convents or private schools; and 39 have left without giving any information as to their future intentions.

The pupils repeating work and those who have entered other schools, cannot properly be charged against the local system. But the others, aggregating 76 or 16.7 % of the total number enrolled, represent an actual loss for which the system is responsible. There is no data available for comparison with previous years; and while it is quite probable the loss was less than the average reported by Ayers, yet it is not likely that such a great difference existed as obtains under the present plan.

It is the purpose of this paper to present a general view of the second cycle or lower high school, but an examination of the records concerning

the attendance in the lower grades would doubtless show a decrease in the loss of pupils at the end of the fifth grade. The fact that pupils may finish the first cycle in another year beyond the fifth grade, has induced many of the unstable sort to remain in school, who otherwise would have dropped out, for the eighth grade is too far removed to offer any inducement to such pupils as a finishing point.

Pupils who thus are persuaded to remain until the end of the sixth grade, may develop sufficient ability and interest to enter the next cycle of only three years. A different character of work is offered and under new conditions and methods of presentation. These changes have much to do with holding the pupils in school during this period, which is perhaps the most important time in the life of the child so far as his future career is concerned. Thus it may naturally be expected that some pupils will be carried through the whole system, step by step, who might otherwise become discouraged and drop out somewhere along the line.

Recently, all the parents in the lower high schools were asked to vote on this question: "Do you favor continuing the present school system?" Nearly all the parents responded, and practically all voted in the affirmative. The few negative votes came mainly from parents whose children have been in the lower high schools but a short time. Many of the students who have gone on into the upper high school, have voluntarily expressed their hearty approval of the opportunities offered by the new system.

## Special Advantages of the New Plan.

Several important features characterize the work of the lower high school. The pupils have learned how to study and to apply themselves to their daily routine of work without the teacher's constant guidance. They require less supervision and direction, and are beginning to assume some responsibility concerning the school and its activities. The student body organization has developed a number of substantial leaders, and these in turn are exerting a marked influence in producing a splendid school spirit,---a condition quite different from that which exists in the ordinary grammar school.

In the first cycle, including the first six grades, the school is of necessity directed entirely by the teachers, but in the lower high school there-

should be student cooperation. The children have reached the age when they naturally wish to assert themselves, and it is highly important that they be allowed to exercise their own individuality under proper guidance. Then there is a decided advantage in having together pupils of about the same age and tendencies.

Since the ninth grade is the upper class in the school, there is opportunity for leadership among these pupils which would not be possible in the ordinary high school where the ninth grade is the beginning class and the members known as "Scrubs" or "Freshies." As a result of this student responsibility, there has grown to be a feeling of friendly cooperation between the teachers and the pupils. This close personal contact with the teacher has produced a wholesome class attitude, and has enabled the teacher to give individual attention where it is most needed. This has led to greater uniformity of work, and has reduced the failures to a comparatively small number.

Pupils are allowed to progress as rapidly as their ability will permit. A pupil is not required to repeat a whole term's work because of failure in one or more subjects, but he is given the privilege of continuing his course in all subjects successfully completed. It is also possible for a student to skip a whole term's work, if he gives evidence of being able to fulfill the requirements of the grade above. In the case of some of the more mature pupils, a special course is sometimes arranged to suit their individual needs.

## Cause of Failure in the Ninth Grade.

The reason so many students drop out of high school at the end of the ninth grade or during that year, is due largely to discouragement, and not so much to lack of ability. Students entering high school from the eighth grade of the grammar school find themselves in an entirely different environment. In the grammar school they had a definite course outlined for them, and they were under the care and direction of one teacher. When they enter high school they must select some particular course of study, and then go from room to room to recite to as many different teachers as they have subjects.

The various courses selected may not be adopted at all to their individual needs, but were taken because the differences in content were not

clearly understood; and perhaps several decided to take the same course, or it may be that some student friend in an upper class advised a particular subject because of the personality of a certain teacher. The number enrolled in the ninth grade is apt to be large in comparison to the enrollment in other classes, and consequently the class members receive but little attention in the beginning when help and sympathy are most needed. The students comprising the upper classes are likely to absorb an undue amount of the teachers' time and attention because of their familiarity with the school and its customs. With these conditions it is not at all surprising that so many become discouraged aud fall by the wayside.

Under the new system these difficulties are not encountered. The transition is gradual, and the main purpose always is to care for the individual. The student is taken gradually from grammar school methods to high school methods. In the beginning he has one regular teacher and a few special teachers for manual and domestic arts, drawing, and music. In the ninth grade he may have several teachers, but in all grades he is under the special care of a class teacher. The student body organization gives him self control and teaches him to assume responsibility.

While the courses in the lower high school are complete in themselves the subjects are so arranged that the students may continue the same line of work in the upper high school without any break whatever. In fact those who are ready to go on have their courses and programs arranged before they enter. This condition accounts in a very large measure for the continuance in the upper high school of nearly all the class members who complete the lower high school course, and remain in the city.

## Pupils Taught How to Study.

Experience has shown that pupils as a rule do not know how to study, and consequently a good part of the so called study periods is wasted. It is true that a good many spend considerable time over their books, but very few concentrate their attention on a subject until it is learned. Lessons could be mastered in half the time by proper methods of study.

For this reason the class periods for the seventh and eighth grades are used for study as well as for recitation. During a portion of the time the

pupils are taught how to study, and when they become ninth grade pupils they are expected to know how to employ their study periods to the best advantage. Sometimes the whole period is given to study and individual instruction; but in general the first part of the period is given to lively intensive class drill, and the latter part to study under the direction of the teacher.

A few statements will show clearly the wisdom of the plan. The students represent only one class, and they are engaged in the study of the same subject. The work is fresh in their minds, and they are interested in it. Individual difficulties are readily and quickly cleared up, thereby saving the students time and discouragement.

If the period closes before the next assignment is prepared, the student has one or two regular periods in which to finish. These study periods, or time at home, are apt to be used to advantage, for the student knows what he has to complete and the work is already under way. Furthermore, the seventh grades have their own study rooms and definite periods for study by classes.

This plan tends to produce uniformity of work and does away to a considerable extent with the practice of keeping students after school to get lessons. The teacher has a splendid opportunity to look out for the weaker pupils, to determine their difficulties, and to give assistance at the right time. Too much time is usually given to merely "hearing" recitations. We need more of the laboratory method.

The schedule of exercises provides for four regular periods in the morning, and three in the afternoon with time between each period for class changes and relaxation. A short recess is also given about the middle of each session. The first period in the afternoon is set aside for chorus work and for other student exercises. Every Friday at this time the whole school assembles for student exercises. Occasionally speakers and musicians from the outside are secured for this period, but the students themselves give most of the programs. These are varied,—consisting of music, reading, character sketches, current events, debates, etc.

The course of lectures on vocational information is given at this period also, usually on Thursdays. The Glee Club meets once a week at this hour, and class meetings are generally held each week in the respective class

rooms. The class teachers have supervision over the class meetings. Various topics of benefit to the class are discussed, among them being morals and manners, school and street etiquette, dress and personal appearance. Occasionally time is given to parliamentary practice and to reports of committees concerning school activities.

## A Gradual Development Provided.

The purpose of the whole scheme in this transition period is to produce a gradual development. The course of study is practically prescribed for the seventh grade. The pupils have the privilege of electing a foreign language at the beginning of the seventh grade if they care to do so. They have their own class teachers for their regular work, and go to other teachers for special subjects.

In the eighth grade there is more freedom of election of subjects, and consequently the pupils may have more teachers during the day. Their general study periods may be spent in part at least under other teachers than their own class teachers, and with ninth grade pupils. However, class rooms are used for study purposes so as to avoid having too many pupils together at study time. This hour is one of the most valuable to the student and every effort is employed to prevent his getting into careless habits of work.

The ninth grade students may elect practically all the subjects of their courses with the exception of English, which is prescribed in all grades, and they do not have any class time given over to study. It is expected that by the end of the ninth year, the pupils will have their work fairly well defined, and their habits of conduct and study so established as to conform to the usual routine of the upper high school. It is this feature of the system which makes it so easy for our ninth grade to take up advanced subjects in the tenth grade, and to enter into the life and spirit of the school from the very beginning.

Another important provision of the system makes it possible for a pupil entering the seventh grade to complete his course and enter the University in five years instead of six, if he arranges his work properly. This is due to the fact that pupils may begin to earn some University credits in the seventh

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grade. The seventh and eighth grade work in a foreign language will give the pupil three of the forty five required entrance credits, and the subject continued through the ninth grade will add three more credits. Likewise, the eighth and ninth grade courses in drawing will satisfy the requirement in this subject and give three units credit. Other credits may be partially earned by seventh and eighth grade pupils in the departments of manual and domestic arts.

A further saving of time in the system is accomplished in the first division. The work formerly done during the first seven years is now concentrated into the six years composing the first cycle. The results are fully as satisfactory as before and requires no greater effort on the part of the pupils, since much time has been lost in the past in dealing with non-essentials.

## The Course of Study.

All subjects are of value, but they are not of equal value to every person. Since the aim of the lower high school is to give special attention to the individual, it is necessary that the courses offered in the upper grades be very largely elective.

The student, however, does not use his own judgment entirely in making the selection of his elective work. He is given very definite information concerning the different courses and is shown their relation to other lines of work. His past record and tendencies are taken into account. Whenever possible the parents are consulted as to the opportunities and needs of the child. The pupil is not allowed in any case to select his work definitely until after he has had an opportunity to talk the subject over with his parents.

It does not follow that a course once selected must be completed. This is the formative age of the pupil, a time when he is discovering his capabilities. If, after due trial and conscientious effort, a student is not gaining what he should from a certain subject, he may be allowed to drop it and confine his attention to other things of more vital interest to him. It is better to permit a pupil to change to something he can really do satisfactorily, than to make him continue to the end of the term a subject from which

he is deriving little or no benefit, and then fail him. Failures are discouraging. Every time a pupil fails he is lowering his confidence in himself.

Promotions are also based upon individual capabilities and not upon some class standard. In fact a student may be promoted at any time if he has the ability to do the work of a higher class, even though he does not take all of his former course. A pupil who does not have a chance to work somewhere near the limits of his ability, will get into bad habits of study and of conduct.

A sort of "follow up" system is in use by which every weak or irregular pupil is looked after and advised by the principal, or by the teachers who are closest in touch with his work. The parents are also kept informed as to his conduct, and thus their co-operation is secured.

## Content of Special Subjects.

It is not within the limits of this discussion to go into details concerning the content of the subjects offered. In fact the subject matter of several of the courses is in the making. It is undoubtedly true that much time is wasted in teaching non-essentials, and for this reason the whole course of study is being reorganized and adapted to the needs of the individual in his life work.

A few statements will serve to give a better understanding of certain special features of the courses of instruction. Students in the seventh grade who do not elect a foreign language, take a course known as Extra English. This is in addition to the regular English work, which is required of all. This course consists of the reading both in and out of school of a well selected list of books. Considerable attention is given in class to oral expression and to the interpretation of selected passages. Some time is spent in writing short essays as supplementary to the regular composition work. This course may be continued in the eighth grade.

There are many children who have acquired the habit of reading sensational books and papers. The thoughts resulting from this reading so occupies their minds that they become "dreamers" and scarcely fit for the regular duties of home or school. They neglect their work, and seem to have lititle or no interest in the things which all normal children enjoy.

The course in Extra English is intended for such persons, as well as for those who wish to become familiar with our best literature. The outside reading is selected according to the ability and temperament of the individual; and much practice is given the pupil by requiring him to tell in his own words the story he has read, or to describe some character represented in the book. The course provides for considerable reading from memory as well as from the printed page.

Perhaps no subject needs revision more than mathematics. All will agree that there is much waste material and too much work in the abstract. This course is being completely reorganized and simplified. The material for each grade has been divided into essentials and non-essentials. The minimum of essential work provided is less than the average class will accomplish. This gives opportunity to strengthen the foundation work of the preceding term.

The course in arithmetic for the seventh grade deals with measurements. "Children entering this grade have the ability to compute, but lack the power to readapt their knowledge to a new content involving measurement. It is the aim, therefore, to have the children of this grade compute, from field work, maps, buildings, plans, etc., so nearly akin to their personal experience that they are obliged to exert independence and self reliance to attain a purpose whose worth they appreciate."

The material for the eighth grade arithmetic is furnished by conditions of home or business life. For example, the problem for a whole term may suppose a man and his wife starting out in life with a small reserve and an income of say $1500 per year. They propose to rent for a time, but eventually expect to buy a lot and build and furnish a house. The pupils themselves determine, as far as possible, the living expenses and how much the man ought to lay by each month for their new home. They ascertain the price of a suitable lot, the cost of the house, draw the floor plans, and select the furniture. The members of the class go to various business houses to get prices and to make selections, keeping in mind always the man's income. They determine when it would be advisable to build, and how much indebtedness, if any, should be carried on the installment plan.

Other problems of similar nature are taken up in the class and many related problems are considered.

There is real value to a course of this character and there is much interest in the work. It is a concrete problem, and the children take hold of it with enthusiasm.

"In the ninth grade is given such work in arithmetic, algebra, and geometry as can be developed from and expressed in terms of the things entering into the life of the pupil. Those who do not continue mathematics will be familiar with its simplest elements. Those who continue will have a general introduction to the work in which they will specialize later."

A school savings bank has been established mainly for the purpose of encouraging the habit of saving. Children have small amounts given them which they spend thoughtlessly without deriving any real benefit therefrom. They should be taught the value of money and that it should not be spent foolishly. It is estimated that the students in some of our largest schools spend from five to ten dollars a day on nicknacks. The usual form of deposit slips, pass books, checks, etc. are provided. The money received is deposited in one of the regular savings banks, and interest is allowed at the usual rate.

One of the most important departments in the school is the printing office. It has become more valuable than was at first anticipated. About forty students are connected with the department at the present time, and they print the school paper and various announcements and circulars. Sometimes this department provides supplementary lessons in some of the regular subjects. This work is a part of the manual training course and students get the usual credit.

The best articles by the members of the English classes are printed in the paper, and this furnishes an incentive to students to put forth their best efforts. Likewise those who do well in scholarship or in some department of school activities receive recognition through the columns of the paper. But one of the most valuable uses of the printing press is the practical work provided the classes in English. Proof sheets are distributed for correction by the students, and by this means much practice is given in spelling, punctuation, construction, and general arrangement of paragraphs. Close observation is demanded because of the competition in detecting errors.

The course in World's Work and Pacific Coast Problems is being developed this year. It deals with those things in which the world is

vitally interested,—the activities that go to advance civilization. Such topics as the following are considered: Conservation of natural resources, irrigation problems, feeding and clothing the people, pure food laws, advancement of learning, international peace movement, etc.

The opening of the Panama Canal will make the West an important commercial section, and numerous international problems will arise. The condition and development of the Pacific Coast countries are of particular interest to California. The course calls for a considerable knowledge of geography.

Foreign languages are taught almost wholly by the conversational method. The objects in the rooms furnish subjects of conversation. Sometimes the recjtation period is turned into a social gathering, or an afternoon tea-party to bring into use a larger vocabulary. The children are taught to sing songs in the language, and occasionally a little play is given before the school. As the work progresses more time is given to grammatical construction and translation.

A course in General Science is given in the ninth grade. A study is made of those natural phenomena that affect human life and property. The relation of energy and matter is clearly shone by concrete examples. Household utensils are employed to illustrate in a practical way some of the common scientific truths. It is the purpose of the course to include many outdoor observations, and to study the conditions affecting the growth of plants.

The work in Personal Hygiene and Community Hygiene is under the direction of the medical department of the school. Talks are given before the children on various subjects of personal hygiene and sanitation, and of public health and safety. The boys and girls are taken separately for instruction in matters pertaining to sex. This is a very important work, though usually neglected in the courses of instruction. However, to be effective, it is a subject which must be presented with great care. The lower high school is certainly the place where sex instruction should begin, although sex information should begin much earlier in the home.

The science instruction in the seventh and eighth grades consists of home gardening and field excursions in small squads. School gardening is

carried on quite extensively by the lower grades. Some of the children have their gardens on the university grounds and work under the direction of the university inctructors. The pupils of the Washington school are conducting a model farm, representing a ten acre California ranch.

The value of this training comes not so much from the gardens the children produce as from the knowledge they acquire concerning nature. They are taught to observe, and there is created within them a love for the flowers and plants of the field. One important result noted so far in this movement is the interest the children take in their own homes. Instead of the mother or the father caring for the yard, or perhaps letting the place go neglected, in many instances the children have taken the initiative in making an attractive yard and vegetable garden. School exhibits of some of the products demonstrate what may be done.

It is a good thing for children to have some home duties, and it is all the better if the work is agreeable. Besides, children are better off at home than on the streets. Usually the work done around the home is of considerable help to the hard working father and mother. Children who have some responsibility about the home are sure to have a greater love and consideration for the home and family life.

A suggestion has been made that the children be taught the love and care of animal life by raising a few chickens in the back yard. Considering the high cost of eggs, this might prove desirable from an economic point of view. A proposition worth considering is to hatch the chickens on the school premises by means of an incubator. The plant could be established at one end of the school garden, and the young chicks taken care of until a few weeks old. In this way the children could be taught how to do the work. This undoubtedly will be an important part of the instruction given by the teacher of agriculture.

In the ninth year the course in Vocational Information provides for an intelligent discussion of the various occupations of man. Many persons drift into a vocation almost by accident and thus their whole life work is determined. Failures often result because of the unfitness of the persons for the occupations into which they drift.

This course gives a general acquaintance with the more common vocations, and in a measure prepares the student for an intelligent selection of

a life work, and at a period when there is still ample time for special preparation for the work. A course of lectures by persons experienced in the affairs of life is provided each term. These lectures furnish the basis of further discussion in the classes.

There are many pupils attending high school who wish to devote considerable time to voice culture or instrumental music. This they are unable to do and carry a full course in school. Some make the attempt, but only the very strong are able to do justice to all subjects. To accommodate this class of students, work of this character may be counted as one of the subjects in the course. Credit toward graduation is given for approved training.

The Board of Education has under advisement the introduction of motion pictures as a factor in our educational system. Pupils of the lower high schools especially are of the age to be deeply impressed by pictures. They demand amusement, and there is opportunity to use the motion pictures as a means of instruction as well as of entertainment.

The motion picture has come to stay and is wielding a mighty influence over the people, particularly over the children of school age. This influence is not always the best, in fact it is frequently a menace to the well being of our boys and girls. Besides, the pupils of our schools spend a good many dollars daily in visiting motion picture shows.

If the school authorities establish motion picture apparatus for the use of our schools, and for entertainment in the evening in the school buildings as social centers, it will not be long until a higher grade of pictures will be demanded of those who operate motion picture shows.

## Time to Call a Halt.

Life in the modern high school of our larger cities has become so strenuous that students are grown old by the time the course is completed. In fact only a small per cent finish; and many parents ask this question: "Is it worth while?" Many claim that the cause of the nervous condition with which children are often afflicted, is due to an over crowded curriculum, and that children are overworked. However, those who are familiar with the real facts, know that this is seldom the case. School studies are not often responsible for nervous breakdown.

The cause of nervous strain is due to the numerous school activities almost wholly. Now, no one would wish to eliminate entirely the social side of school life, for it must be admitted that the social instincts need to be developed. But it is an easy matter to go to extremes, especially in this direction.

Dances, class parties, receptions, entertainments, school plays, picnics, etc, have become so numerous as to almost exclude the real purpose of school. In fact some students have come to regard a school course as a necessary evil to retain membership in the social life of the school. If these students are allowed, as they often are, to run the affairs in which they are particularly interested, it is small wonder that school work must take a secondary place.

Athletics which should be for the benefit of all, have become so highly specialized as to exclude all save the very robust. Those who should really receive the training are not allowed to participate in the exercises; while those who are naturally well developed, are over trained and finally left physical wrecks. This condition is recognized by most principals but not many have the courage of their convictions.

Then there comes the rallies for the teams, and excursions to witness the games. At such times students usually are left to do as they please without the slightest supervision. As a result, in the excitement of the contest and after it is over, many unpleasant things may occur. It all ends by the visitors returning to their homes at a late hour so exhausted that most of Sunday is spent in bed gaining strength for the activities of the coming week. This program is repeated every week or two during certain seasons of the year.

All this activity during the year, and then at the close a continual round of a week or two at commencement, is apt to leave most everyone including parents, faculty and children in a state of nervous collapse. But no one can truthfully lay the blame to hard and long lessons. The fact is we need more of the simple life in the school as well as out of the school.

And this is not all. The expense of a four years' course in high school is so great as to exclude from the social activities practically all except the well to do. Fortunately many attend even though they are obliged to deny themselves all forms of social enjoyment. But it is embarassing for a student

to have to refuse to pay school assessments, to have a class picture taken, or to purchase a class pin. Besides all this, students are urged to buy tickets for all sorts of entertainments, for yachting trips and the like.

One of the worst evils which has crept into school life is the extravagance permitted in the matter of clothes. Girls, who should dress simply as girls, go to school in fashionable gowns with their hair done up in the latest style; and boys appear in the latest cuts of tailor made suits. This custom leads not only to habits of extravagance, but it brings humiliation to the poorer children and often lays a heavy burden upon the parents. The burden becomes so great at commencement time that some children are forced to withdraw before the close because of the competition of clothes. This general condition in our schools is un-American. Is it not time to call a halt and to insist upon a more sensible standard? The schools are supported by general taxation and conditions should not be allowed that would in any way debar or humiliate the children of the humblest families.

## School Life and Activities.

Under the reorganized plan, the social side of the pupil's life is not neglected, but it is very carefully supervised. The moral development of the child is considered of prime importance; for the making of intelligent men and women of strong character who shall become worthy citizens, is our ultimate aim. The social instincts are very pronounced at this period of the child's growth, and great care is exercised to see that every influence of the school is of the right sort.

Our most successful teaches are those who interest themselves in the social affairs of the children, and who seek through their influence and personal conduct to inspire a high moral standard in all student activities. To foster this spirit, it is the aim to make the school the center of student life,—a place where pupils and teachers, as well as parents, may meet for an evening of well directed pleasure and entertainment. Too much emphasis cannot be placed on this plan as a means of promoting a healthful moral growth, and of maintaining a proper attidude toward the school.

All pupils are encouraged to take part in some school activity. Mention has already been made of the associated student body. The officers of this organization and the managers of the athletic departments are elected

from the members of the scholarship roll, which is represented by those whose conduct and class record stand highest in the school. The executive board and student body meetings furnish excellent opportunities for parliamentary drill and practice in extemporaneous speaking.

An effort is made to interest as many students as possible in athletic exercises of some kind. Well directed games and contests produce strong physical bodies and enable the students to exercise greater mental activity. The weak rather than the strong should take part in school play. All athletics are under the personal supervision of the teachers. The practice in most schools of attempting to develop a few of the strongest students into winning teams defeats the very purpose of athletics.

The school paper is especially valuable in making school life attractive, and its influence goes far towards moulding a good wholesome school attitude. The fact that the whole paper from type setting to contents is a product of the school, makes it all the more important. It is a matter of considerable pride that the paper is printed on a press belonging to the department, which makes it possible to have a neat publication free from advertisements.

A good many students come quite a distance to school; and for these the noon hour, under proper conditions, furnishes a period of sociable enjoyment. To provide for those who are thus unable to go home at noon, a cafateria has been established in a large, well lighted room. Unlike most school lunch rooms, the place is kept clean and attractive. The furnishings and equipment are similar to those found in a first class cafateria, and good wholesome food of home cooking is served. For ten cents a pupil may get quite a substantial lunch. Some spend only five cents and bring a portion of their lunch.

Best of all, this provision tends to preserve the health of the children. There is no longer any necessity of bolting down a cold lunch in a cold place, and then perhaps running out in the street to buy a piece of pie or a cornucopia from a street vender. On the other hand, the lunch room is comfortable, and the conduct is just as orderly as in a well appointed restaurant. It is a delightful place for both teachers and pupils, and the hour seems all too short for those who remain for enjoyable conversation.

The orchestra, dramatic and debating societies, and the glee clubs are

other departments which go to make school days attractive and worth while to the student. In it all the personality of the teacher is of prime importance. The teacher is the guiding influence, and must always be so during this critical period of child growth and activity.

The lower high school is destined to fill a long felt want in that it proposes to care for the individual just at the time when he needs most attention, and to give him that training which will best fit him for the active duties of life.

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